

# NM-MSSA Item Analysis Report Data Dictionary

This document explains the fields that are present on the NM-MSSA Summative *Item Analysis Report* in eMetric’s Data Interaction system to help you interpret the report for your schools and/or district.

Column Header	Definition	Possible Values
<b>Report Sequence</b>	The sequence number of the item on the Individual Student Report (ISR). The ISR for each student shows how the student scored on each item on the test	1, 2, 3, etc., up to the number of items on the test
<b>Item Type</b>	The item interaction type	MC (Multiple Choice) MS (Multi-Select) TEI (Technology-Enhanced Item) EBSR (Evidence-Based Selected Response) CR (Constructed Response)
<b>Learning Target</b>	The specific skill within a content standard that is being assessed in each item	e.g., Use context to determine the meaning of a word in a text.
<b>Math Practice</b>	The numerical code associated with the different mathematical practice standards For more information, please visit this site: <a href="http://corestandards.org">Standards for Mathematical Practice   Common Core State Standards Initiative (corestandards.org)</a>	1, 2, 3, 4, 7, 8
<b>Reporting Category</b>	The strand, domain, or category from the standards within which the item aligns; each reporting category is covered by several items on the test	e.g., Text Type - Literary Text, Writing & Language, Geometry/Statistics & Probability.

Column Header	Definition	Possible Values
<b>Standard</b>	<p>The content standard alignment for the item</p> <p>For more information for ELA and Math, please visit this site: <a href="http://corestandards.org">Read the Standards   Common Core State Standards Initiative (corestandards.org)</a></p>	e.g., 05.OA.01.01, RI.05.04, L.05.04.c, W.05.03.b
<b>Depth of Knowledge</b>	The categorization of the complexity of thinking required to successfully complete the item	DOK1, DOK2, DOK3
<b>Difficulty Order</b>	This is the rank of difficulty with 1 indicating the easiest item and items becoming progressively more difficult. Item difficulty is based on Item Response Theory (IRT).	1, 2, 3, etc. up to the number of items on the test
<b>Achievement Level</b>	Students in the listed Achievement Level (or above) are likely to answer the item correctly. Other students are unlikely to answer correctly.	Novice, Nearing Proficiency, Proficient, Advanced
<b>Point Value</b>	The maximum number of points assigned to the item	1, 2, 3, 4
<b>Mean Scores</b>	The average score for the item calculated at the school, district, and state level	Numeric values ranging from 0 to the maximum number of points assigned to the item (see Point Value), reported as decimals